

## Increasing the Power of Emergent & Early Guided Reading (Levels A-I)

### Session Overview

#### Pre-A Lesson: Closing the Gap in Kindergarten

#### ASSESS: Pinpoint a Focus for Instruction

#### DECIDE: Group Students and Select Texts for Guided Reading

#### GUIDE: Plan and Teach the Lesson

#### Emergent & Early Lesson Framework (Levels A-I)

### Closing the Gap in Kindergarten: Tracing the ABC Book & Pre- A Lesson

#### Tracing the ABC Book

Directions	Important Points
<ul style="list-style-type: none"> <li>• Student traces an ABC book with a tutor.</li> <li>• Student traces each letter and says the letter name.</li> <li>• Student points to the picture and says the picture.</li> <li>• When necessary, the tutor supports the student with the letter name, picture concept and letter formation.</li> <li>• If student knows fewer than 10 letters, begin with any known letters and the letters in his/her name for the first month. Then trace entire ABC book.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the second week of school.</li> <li>• Do it every day.</li> <li>• Must be one-on-one.</li> <li>• Teach the tutor the correct procedures.</li> <li>• Assess students once a week. Add new letters to the students' letter bags to use with the Pre-A Lesson.</li> <li>• Discontinue tracing once the student knows 40 letters. Student is now ready for guided reading.</li> </ul>

#### Pre-A Lesson Framework (for students who know fewer than 40 letters)

Lesson Component	Procedures	Purpose
<b>Work with Letters &amp; Names</b>	Each student has a personal letter bag with known letters and the letters in his or her first name. <ul style="list-style-type: none"> <li>• Sort known letters</li> <li>• Match letters to ABC chart</li> <li>• Write or build first name</li> </ul>	Visual discrimination Visual memory Letter naming fluency Letter formation Link each letter to a key picture Left to right directionality with first name
<b>Work with Sounds</b>	Clap syllables Work with rhymes Sort pictures by 1st letter	Phonological awareness (syllables & rhymes) Phonemic awareness (segment initial sound) Link consonant sounds to letters
<b>Work with Books</b>	Discuss pictures in book before reading Shared reading Students point to each word Teach concepts of print	Oral language development Use picture clues Concepts of print: 1:1, Left to right, concepts of letter, word, first, last, period
<b>Interactive Reading</b>	Dictate a simple sentence Emphasis 1st letter sounds Use ABC charts to link sounds to letters Teacher and students share the pen Cut up sentence and remake it	Phonemic awareness Link consonant sounds to letters Print concepts (left to right, spacing, period) Letter formation

**Assess:** What are each student’s strengths and needs? What should I teach next?

**We Can Run (level C)**

“We can run,” said the children, “and horses can run, too.”

“We can swing,” said the children, “and monkeys can swing, too.”

“We can crawl,” said the children, “and crabs can crawl, too.”

**Assessment Summary Chart for Pre-A and Emergent Readers (Levels A-C)**

Name	Instr. Range	Known Letters	Known Words	Hears Sounds + √ -	Cues Used MSV	Early Strategies				Oral Lang. + √ -
						1:1	√ pic	GMR	X √	
<b>Brianna</b>		<b>52</b>	<b>8</b>	<b>+</b>						<b>+</b>

**Assessment Summary Chart for Early Readers (levels D-I)**

Name	Instr. Range	Cues used MSV	Monitors + √ -	Decodes + √ -	Fluency (1-4)	Retell + √ -	Infer + √ -	Word Study	Other

**Decide:** What text fits my focus?

Match the Text to Your Focus	
Focus	Text Features
1:1	Some known words, wide spaces, varied sentence pattern after level B
Crosscheck	Pictures support vocabulary options (dog/puppy; bunny/rabbit; run/jog)
Decoding	Words with endings, known parts, picture support for unknown words
Fluency	Fiction with dialogue; few decoding challenges
Retell	Fiction: Beginning, middle, end; picture support Informational: Picture support, headings
Infer	Stories with surprises, dynamic characters, text supports “Why” questions

**Guide: Next Step Guided Reading Lesson Framework**

<b>Emergent Plan – Levels A-C</b> Based on 20-minute lesson each day		<b>Early Plan – Levels D-I</b> Based on 20-minute lesson each day	
Day 1	Day 2	Day 1	Day 2
Sight word review (write 3 words) <1 min.	Sight word review (write 3 words) <1 min.	Sight word review (optional after E) <1 min.	Sight word review (optional after E) <1 min.
Introduce and read new text w/prompting 8-10 min.	Reread book and other familiar books 5-8 min.	Introduce and read new text w/prompting 8-10 min.	Finish reading book & other familiar books w/prompting 5-8 min.
Teach & Discuss (2 min.) • Locate sight words • Get mouth ready • Crosscheck M & V • Comprehension question	Teach & Discuss (2 min.) • Locate sight words • Get mouth ready • Crosscheck M & V • Comprehension question	Teach & Discuss (2 min.) • Monitor • Decode • Fluency • Comprehension question	Teach & Discuss (2 min.) • Monitor • Decode • Fluency • Comprehension question
Guided Word Study (5-8 min.) Level A: Consonants Level B: Short a & o Level C: Short i, e, u; CVC	Guided Writing: Dictated sentences (8-10 min.) Level A: 3-5 words Level B: 5-7 words Level C: 7-10 words	Guided Word Study (5-8 min.) Level D: Digraphs Levels E & F: Blends Level G-I: Silent “e”; complex vowels (ay, oi, ew, ee, etc.)	Guided Writing: (8-10 min.) Dictated or Prompted Beginning-Middle-End (BME) Somebody-Wanted-But-So Problem-solution Opinion, character analysis, etc.

**Prompts for Emergent Readers (A-C)**

Behavior	Strategy	Prompt
Stops & appeals	Use meaning	<i>Check the picture. What would make sense?</i>
Inserts or omits	1:1	<i>Point to each word.</i>
Miscues on known words	Use known words	<i>Show me _____. Reread.</i>
Uses picture but ignores 1st letters ( <i>dog for puppy</i> )	Use 1st letters	<i>Get your mouth ready. Get it started.</i>
Ignores the end of the word ( <i>run/runs</i> )	Visual scanning	<i>Check the end of the word. What would look right?</i>
Accurate reading	Confirm strategy	<i>How do you know it is ____ and not ____?</i>

**Prompts for Early Readers D-I)**

Behavior	Strategy	Prompt
Stops & Appeals	Take risks	<i>Try something. What can you try?</i>
Error doesn't make sense	Monitor for meaning	<i>Does that make sense? Try that again and think about the story.</i>
Ignores part of the word	Use visual cues	<i>Check the middle (or end) of the word. What would make sense and look right?</i>
Stops or misses big words	Chunk big words	<i>Cover the ending. Find a part you know. Sound the first part and think about the story.</i>
Accurate but slow	Fluency	<i>Don't point. Read it like the character. Teacher slides finger to push student's eye forward.</i>
Accurate and fluent	Comprehension	<i>What happened on this page? (retell) Why did s/he do (or say) that? (infer) What are you thinking? (probe)</i>

Shared Retelling Cards	Guided Word Study Tips	Guided Writing Tips
<b>In the beginning...</b>	1-Target a skill focus. (p. 271) 2-Choose one activity. 3-Scaffold when appropriate.	<b>Levels A-D</b> – Dictated sentence(s) include new sight word and target skill. Draw a line for each word until child spaces w/o prompting.
<b>Next...</b>	<b>Picture Sorts</b> – Teaches students to hear the target skill.	
<b>The problem is...</b>	<b>Making Words</b> – Teaches students to use the target skill in reading.	<b>Levels E-F</b> – Students write a few sentences about the story in response to the teacher's prompt: B-M-E, S-W-B-S, problem-solution, track the character's feelings, recall facts, etc. <i>Use single-lined paper.</i>
<b>After that...</b>	<b>Sound Boxes</b> – Teaches students to use the target skill in writing.	
<b>Then...</b>	<b>Analogy Charts</b> – Teaches students to use known words to write new words.	
<b>Finally...</b>	<b>Make a Big Word</b> - Teaches students to build and break apart multisyllabic words.	<b>Levels G-I</b> – Students write a short paragraph about the story in response to the teacher's prompt: 5-finger retell, problem-solution, how the character changed, etc.

		<i>Use handwriting paper.</i>
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Level	Skill Focus	Picture Sorts	Making words w/magnetic letters or Analogy Charts	Sound Boxes	Guided Writing
A 1	Consonants Long vowels	Initial consonants	Making words: Exchange initial consonants. <i>cat, fat, mat, bat, hat</i>	2 boxes (consonant and long vowel) <i>me, go, he, so</i>	Dictated sentence (3-5 words). Include new sight word. Draw a line for each word.
B 2	Consonants Short medial vowels (a, o)	Final consonants; short a & o	Making words: Exchange initial & final consonants. Exchange medial vowel (a & o). <i>pat, pan, pad, mad, man; hat, has, ham, bam, bat; cat, cap, cop, mop</i>	2-3 boxes <i>at, an, on, am, hat, hot, hop, map, etc.</i>	Dictated or open-ended sentence (5-7 words). Include new sight word. Draw a line for each word.
C 3/4	Short vowels (all) Hearing and recording sounds in sequence (CVC)	Short vowels (e,i,u)	Making words: Exchange initial, medial, and final letters; use all short vowels. <i>pot, hot, hop, hip, hit, sit, sat, set</i>	3 boxes (CVC) <i>hop, mat, did, pet, got, but, etc.</i>	Dictated or open-ended sentence (7-10 words). Include new sight word and other known sight words.
D 5/6	Digraphs ( <i>sh, ch, th</i> ) Endings (-s -ing, -ed)	Initial and final digraphs	Making words: Exchange first, medial, and final letters, include digraphs. <i>hot-hop-chop-chip-ship-shin-chin</i> (Break at onset and rime.)	3 boxes (CVC) <i>ship, chat, such, than, mash, mush, much, that, thin, etc.</i>	Two dictated or open-ended sentences. Include endings: -ing, -s, -ed Include new sight word and other known sight words.
E 7/8	Initial blends Onset/rimes	Initial blends	Making words: Add and delete initial clusters. <i>cap-clap-clip-grip-grin</i> (Break at onset and rime.)	4 boxes (CCVC) <i>slip, clan, step, clap, snap, plum</i>	Dictated sentences or guided retelling of beginning-middle-end (3 sentences).
F 9/10	Final blends Onsets/rimes	None	Making words: Add and delete final clusters. <i>went-wept-west-lest-list-limp; jump-junk-just-jest</i> (Break at onset and rime)	4 boxes (CVCC) <i>west, milk, sunk, pant, jump, junk, etc.</i>	Guided retelling Beginning-Middle-End (3-4 sentences)
G 11/12	Blends Silent "e" rule	None	Making words: crash-crush-brush-blush-blunt-stunt-stunk  Analogy charts: silent "e" rule Include blends	5 boxes (CCVCC) <i>stink, grunt, stomp, slant, prank, plump</i>	Guided retelling or Respond to prompt B-M-E (4-5 sentences) Somebody-Wanted-But-So (S-W-B-S)
H 13/14	Vowel patterns <i>ee, ar, ay, oa, or, all, ow (cow), ew</i> Endings	None	Analogy charts: Silent "e" or Vowel patterns Include blends & endings: -ed, -ing, -er,	5 boxes (CCVCC) <i>slump, clack, stuck, grump, grant, plunk</i>	Guided retelling or Respond to prompt B-M-E (5 sentences) S-W-B-S, key word summary (nonfiction).
I 15/16	Vowel patterns <i>ou, ew, ight, aw, ai, oi, ow (low)</i>	None	Analogy charts: vowel patterns Include blends & endings: -er, -est, -ly, -y	None	Guided summary (5-finger retell) or respond to a prompt. How character changed, problem-solution, key word summary (nonfiction), etc.
<b>J-M</b> <b>18-</b> <b>28</b>	Vowel patterns Compound words Multisyllabic words Prefixes & suffixes Vocabulary strategies	None	Analogy charts; vowel patterns and endings Magnetic letters: make a multisyllabic word and break into syllables: <i>e-nor-mous, dis-gust-ing</i> Work with affixes: <i>un-, re-, dis-, -ful, -tion, -able.</i>	None	Respond to prompt S-W-B-S Problem-Solution Character' feelings at BME Main idea - details Question - answer Opinion, connection, etc.

## Pre-A Lesson Plan

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Activity Options *	Observations/Notes
<p>Working with Letters                      Letter activity: # _____  <i>(from "8 ways of working with letters")</i></p> <p>Letter formation: _____</p>	
<p>Working with Names – (Choose 1)  <i>This component may be omitted once the student can write his/her name without a model and knows all the letters in his/her name.)</i>                      Name puzzles.</p> <p>Make names out of magnetic letters.</p> <p>Rainbow writing with names.</p>	
<p><b>Working with Sounds - (Choose 1)</b></p> <p>Clapping syllables: 1 2 3</p> <p>Rhyming words _____</p> <p>Picture Sorts: _____</p>	
<p><b>Working with Books</b>                      Do shared reading with a level A book. Preview and discuss pictures while supporting oral language. Teach print concepts:</p> <ul style="list-style-type: none"> <li>- concept of a word (<i>frame a word or count the words in a sentence</i>)</li> <li>- concept of a letter (<i>frame a letter or count the letters in a word</i>)</li> <li>- first letter/word (<i>locate in text</i>)</li> <li>- last letter/word (<i>locate in text</i>)</li> <li>- period (<i>locate in text</i>)</li> <li>- capital/lower case letters (<i>locate in text</i>)</li> </ul>	<p>Title: _____</p> <p>Observations:</p>
<p><b>Interactive Writing &amp; Cut-up sentence</b>                      Dictate sentence and share the marker. Prompt students to identify initial consonant sounds. Practice letter formation. Cut words apart and remake with teacher support.                      Sentence:</p>	

\*Select activities that target needed skills. Limit lesson to 15 – 20 minutes.

## Emergent Guided Reading Lesson Plan (A-C)

Title: \_\_\_\_\_ Level: \_\_\_\_\_ Focus: \_\_\_\_\_

<b>Day 1 Date:</b> _____	<b>Day 2 Date:</b> _____
<b>Sight word review-writing</b> _____	<b>Sight word review-writing</b> _____
<b>Introduce New Book</b> <i>This book is called</i> _____  <i>and it's about</i> _____  _____  _____  <u>New vocabulary:</u>	<b>Reread Yesterday's Book</b> and other familiar books. Observations and/or Running record
<b>Text Reading with Prompting</b> <i>Get your mouth ready.</i> <i>Does that make sense? Check the picture.</i> <i>Does that sound right/look right?</i> <i>Show me the word</i> _____. <i>(for sight words)</i> <i>How do you know the word is</i> ____ <i>and not</i> _____?	
<b>Teaching Points after Reading</b> <input type="checkbox"/> One-to-one matching (Discourage pointing @ level C.) <input type="checkbox"/> Use picture clues (Meaning) <input type="checkbox"/> Monitoring with known words <input type="checkbox"/> Use initial letters (Get mouth ready) <input type="checkbox"/> Crosscheck picture & 1 <sup>st</sup> letter (always do with levels A & B)	<b>Teaching Points after Reading</b> <input type="checkbox"/> One-to-one matching (Discourage pointing @ level C.) <input type="checkbox"/> Use picture clues (Meaning) <input type="checkbox"/> Monitor with known words <input type="checkbox"/> Use initial letters <input type="checkbox"/> Crosscheck picture & 1 <sup>st</sup> letter (always do with levels A & B)
<b>Discussion Prompt</b>	<b>Discussion Prompt</b>
<b>Teach 1 Sight Word</b> _____ <i>What's missing?</i> <i>Mix &amp; Fix</i> <i>Table writing</i> <i>Write on a whiteboard</i>	<b>Teach Same Sight Word</b> _____ <i>What's missing?</i> <i>Mix &amp; Fix</i> <i>Table writing</i> <i>Write on a whiteboard</i>
<b>Word Study (choose one)</b> <input type="checkbox"/> Sound Sorts  <input type="checkbox"/> Making Words  <input type="checkbox"/> Sound Boxes	<b>Guided Writing</b> Dictated or open-ended sentence

## Early Guided Reading Lesson Plan (D-I)

Title: \_\_\_\_\_ Level: \_\_\_\_\_ Focus: \_\_\_\_\_

<p style="text-align: center;"><b>DAY 1 Date:</b> _____</p> <p><b>Sight word review-writing</b> (optional after E)</p> <hr/> <p><b>Introduce New Book</b> <i>This book is about</i></p>          <p><b>New vocabulary:</b></p>	<p style="text-align: center;"><b>DAY 2 Date:</b> _____</p> <p><b>Sight word review-writing</b> (optional after E)</p> <hr/> <p><b>Reread Book from Day 1 (and other familiar books).</b> Observations and/or running record.</p>			
<p><b>Prompts for Early Readers</b> (Use for Day 1 and Day 2)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check the picture and think what would make sense. Does it look right and make sense?</li> <li><input type="checkbox"/> Reread the sentence and think about the story.</li> <li><input type="checkbox"/> Check the end (or middle) of the word. What would look right and make sense?</li> <li><input type="checkbox"/> Cover the ending. Is there a part you know?</li> <li><input type="checkbox"/> Chunk the word and think what makes sense.</li> <li><input type="checkbox"/> Do you know another word that looks like this one? (use analogy with a rhyming word)</li> <li><input type="checkbox"/> What can you try? What can you do to help yourself?</li> <li><input type="checkbox"/> Read it like the character. Try putting the words together so it sounds smooth. (fluency)</li> <li><input type="checkbox"/> What happened on this page? At the beginning? Middle? End? (retell fiction) What did you learn about.....?(retell nonfiction)</li> <li><input type="checkbox"/> What are you thinking? Why did the character say (or do) that? (inference)</li> </ul>				
<p><b>Select one or two teaching points after reading on Day 1 and Day 2</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <p><b>Word Solving Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-monitor w/M, S, &amp; V</li> <li><input type="checkbox"/> Reread at difficulty</li> <li><input type="checkbox"/> Attend to endings</li> <li><input type="checkbox"/> Use known parts</li> <li><input type="checkbox"/> Contractions</li> <li><input type="checkbox"/> Use analogies</li> <li><input type="checkbox"/> Chunk big words</li> </ul> </td> <td style="width: 33%; padding: 5px;"> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend to bold words</li> <li><input type="checkbox"/> Attend to punctuation</li> <li><input type="checkbox"/> Read with phrasing</li> <li><input type="checkbox"/> Read it like the character</li> <li><input type="checkbox"/> Read page ____ together</li> </ul> </td> <td style="width: 33%; padding: 5px;"> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recall Information</li> <li><input type="checkbox"/> Retell (B-M-E)</li> <li><input type="checkbox"/> Make Predictions</li> <li><input type="checkbox"/> Ask &amp; Answer Questions</li> <li><input type="checkbox"/> Make Inferences</li> <li><input type="checkbox"/> Other: _____</li> </ul> </td> </tr> </table>		<p><b>Word Solving Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-monitor w/M, S, &amp; V</li> <li><input type="checkbox"/> Reread at difficulty</li> <li><input type="checkbox"/> Attend to endings</li> <li><input type="checkbox"/> Use known parts</li> <li><input type="checkbox"/> Contractions</li> <li><input type="checkbox"/> Use analogies</li> <li><input type="checkbox"/> Chunk big words</li> </ul>	<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend to bold words</li> <li><input type="checkbox"/> Attend to punctuation</li> <li><input type="checkbox"/> Read with phrasing</li> <li><input type="checkbox"/> Read it like the character</li> <li><input type="checkbox"/> Read page ____ together</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recall Information</li> <li><input type="checkbox"/> Retell (B-M-E)</li> <li><input type="checkbox"/> Make Predictions</li> <li><input type="checkbox"/> Ask &amp; Answer Questions</li> <li><input type="checkbox"/> Make Inferences</li> <li><input type="checkbox"/> Other: _____</li> </ul>
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<p><b>Shared Retelling or comprehension question</b></p>	<p><b>Shared Retelling or comprehension question</b></p>			
<p><b>Teach 1 Sight Word:</b> _____</p> <p><i>What's missing? Mix &amp; Fix Table Writing Whiteboard</i> (optional after level E)</p>	<p><b>Teach Same Sight Word:</b> _____</p> <p><i>What's missing? Mix &amp; Fix Table Writing Whiteboard</i> (optional after level E)</p>			
<p><b>Word Study:</b> (choose 1)</p> <p>Sound sorts                      Making words                  Sound boxes                    Analogy charts</p>	<p><b>Guided Writing:</b></p> <p><i>Levels 6-8: Dictate two sentences</i>  <i>Level 8-14: Beginning-Middle-End (3-5 sentences)</i>  <i>Level 14-16: Somebody, Wanted, But, So (SWBS)</i>  <i>Track a character's feelings; problem-solution; etc.</i></p>			



